



TOKOMARU SCHOOL



2022 Student Achievement

Community Booklet

Tokomaru School Student Achievement for 2022

This report has been prepared for the Tokomaru School community and in particular for the parents and whanau of students who attend Tokomaru School. It contains information about student achievement in Reading, Writing, Maths and Attendance.

Tokomaru School maintains a strong focus on Literacy and Numeracy, while developing our *Mana Rail*. Localised Curriculum, our Learner Pathway, our Hauora programmes, our interpretation of Te Tiriti o Waitangi, our Culturally Responsive & Relational Pedagogies, and our School Values all come together to create our Mana Rail.

This means a significant part of each day is timetabled for the teaching and learning of skills in Literacy and Numeracy. These areas are underpinned by the skills being developed by our students as they travel along our Learner Pathway; The Tokomaru Train (a copy of our Learner Pathway Parent Booklet is available from the office). Additionally, the main focus of staff professional development in the last few years has been in all three of these areas, as well as in the area of Hauora (Wellbeing). In 2022 we continued to develop our Cultural Competencies, which can be viewed in our Strategic Plan 2023 as part of our Mana Rail work. This work will carry on in 2023.

In each of the core learning areas, teachers have developed a clear set of expectations for student achievement. These expectations are part of our Tokomaru Curriculum Delivery Document, and are drawn from the New Zealand Curriculum and the wants and needs of our growing community. Our expectations are consistent and in line with **National Curriculum Level Expectations**.

Information in this report is given for the whole school and priority groups identified by the Ministry of Education which include Maori and Pasifika. This is only a summary report of our achievement and each subject has an in-depth report analysing this data and identifying what we intend to do in 2023 to continue to raise achievement in Literacy and Numeracy. Some data has been redacted due to small cohorts/groups (to avoid children being identified).

Sonia Mudgway Principal



2022 READING ACHIEVEMENT

	Above Expectation	Within Expectation	At Risk	Of Concern
Whole School	31%	46%	16%	6%
Maori	31%	44%	22%	3%
Pasifika				
Male	24%	49%	18%	8%
Female	41%	41%	12%	6%

End of Year Summary

- Overall 77% At (Within) or Above (this is near the National Average of 77.8% and the same as in 2021).
- We have 26 students working ABOVE expectation- at Mid-Year we had 18 and last year we had 27.
- Overall 64 students (out of 83) are working at the expected level. This is down slightly from 69 last year, but up from 49 at Mid-Year.
- Boys Within or Above expectation is 73%, Girls 82%, Māori 75%, European 77%; very similar to 2021.
- Of our 32 Māori students, 24 are working Above or Within expectation.
- There are no 'Of Concern' students in Years 1, 2, 5 or 6 (similar to 2021).

Comment

77% of our children are Reading **At / Above Expectation**. This is near the National Average of 77.8%, and the same as last year. **Achievement for Māori and European is very similar.** Overall we are very pleased with these results in what was another disrupted year with illness.

Implications for 2023

- We will continue to place emphasis on daily reading; establishing the habit of daily home reading. We ask that all students have a book bag and keep a reading log (styles vary from class-to-class but reading logs can be purchased from school).
- The following programmes and support will continue to be used to support our target students: RTLB (Resource Teacher of Learning and Behaviour), Early Words 1 & 2, Teacher Aide support, Autopilot, the Phonics Programme, Buddy Reading, Volunteers etc.
- We will continue to allow older children to choose their own reading material, and include student voice (and teacher input) when buying new reading materials.
- We ensure that the Library has a wide range of books that interest our children, new book displays, competitions, and a suggestion box (highly engaging)!
- We are keen to hold another Book Fair as a way of promoting reading for pleasure.



2022 WRITING ACHIEVEMENT

	Above Expectation	Within Expectation	At Risk	Of Concern
Whole School	10%	53%	25%	12%
Maori	13%	44%	38%	6%
Pasifika				
Male	4%	51%	33%	12%
Female	18%	56%	15%	12%

End of Year Summary

- Overall 63% At (Within) or Above (this is a decrease from 2021 and we are still slightly below the most recent National Average of 71.2%).
- Overall 52 students (out of 83) are working at the expected level, this is a decrease on 2021. We had 40 at Mid-Year (down from 58 at mid-year in 2021).
- Boys Within or Above expectation is 55% (decrease on 2021), Girls 74%, Māori 57% (significant increase on 2021) and European 64%.
- We now have 8 students working Above; we had 4 at Mid-Year. We had 13 working Above at this time last year.
- European and Māori students are achieving similarly this year, and Girls are experiencing greater success overall than the National Average.
- There are no 'Of Concern' students in Years 1, 2, 3 or 6.
- Of our 32 Māori students, 18 are working Above or Within expectation (similar to this time last year).

Comment

63% of our children are Writing **Within / Above Expectation** (this is a decrease from 2021 and we are still slightly below the most recent National Average of 71.2%).

Achievement for Girls is higher; which is also reflected nationally. Maori children achieved similar success as their European Male peers (similar to last year).

Implications for 2023

- We will continue to refine our use of picture prompts when gathering writing samples; allowing children greater control of their writing context.
- Teachers will continue to go through a formal moderation process twice a year. Teachers will continue to have robust discussions as part of the levelling process, and develop guidelines with which to follow (when deciding what level a piece of writing is at).
- Teachers will continue to share resources and ideas, and discuss students who may need additional support.
- We will continue to use the RTLB (Resource Teacher of Learning & Behaviour) service in order to access support programmes that will assist individuals/groups.
- We will build on our Cultural Competencies to ensure the mana of our students is upheld and enhanced.

2022 MATHEMATICS ACHIEVEMENT



	Above Expectation	Within Expectation	At Risk	Of Concern
Whole School	11%	61%	19%	8%
Maori		72%	22%	6%
Pasifika				
Male	18%	63%	14%	4%
Female		59%	26%	15%

End of Year Summary

- Overall 72% At (Within) or Above (this is below the National Average of 75.4% but slightly up from 2021).
- Overall 60 children (out of 83) are working at the expected level. We only had 36 at Mid-Year.
- Boys are outperforming Girls (as in 2020 and 2021) – Boys 81% Within or Above Expectation and Girls 59%.
- Māori are achieving better than Girls with 72% Within, but none working Above Expectation, and on par with European who are sitting at 73% (similar to 2021).
- We now have nine students currently working Above; all of them Male. We only had two at Mid-Year.
- Of our 32 Māori students, none are working Above, however 23 are working Within (up from 17 last year).
- There are no 'Of Concern' students in Years 1, 2, 5 or 6.

Comment

72% of our children are achieving **Within/Above** the Curriculum **Expectation** in Mathematics (this is below the National Average of 75.4% but slightly up from 2021). **Achievement for Girls is lower than Boys**, and Maori students are on par with their European peers.

Implications for 2023

- Teachers will regularly discuss the needs of the children in their classes with their colleagues, and use Google Docs to plan and track progress.
- Assessment used will be relevant, timely and meaningful, as well as highly individualised.
- Online Maths platforms will continue to be used as part of Home Learning: IXL, Prodigy, Khan Academy, eAko, Mathletics, Maths Buddy etc.
- Having an IXL subscription for each child (paid for by school) ensures that no child misses out on online Maths (should they need to stay home at any time).
- Rooms 4 & 5 trialled a new online platform; Maths Buddy with huge success. The student feedback, as well as the results, from this has been overwhelmingly positive and we have had a successful funding application through RTLB for this programme for 2023.

2022 ATTENDANCE

The following tables indicate the attendance rate for each group of students:

Year Level	Attendance Rate
Year 1	88.2%
Year 2	80.3%
Year 3	75.4%
Year 4	85.2%
Year 5	74.2%
Year 6	70.0%
Year 7	83.1%
Year 8	74.5%

	Attendance Rate
Maori	83.1%
European	77.8%
Pasifika	
Boys	76%
Girls	83.3%

End of Year Summary

Overall average for student attendance was **78.9%**. This is lower than it was in 2021 (82.3%), but higher than national averages. For example last year 31.3% of New Zealand children had 'irregular' absence (defined as attendance between 80-90%; which half of our averages are). 'Regular' attendance is defined as 90% or more.

Target

All students will have at least a **90% attendance rate** for the year, and be at school **every day on time**.

Comment

- Our overall average for student attendance across the school remained stable for another year, although overall we have seen more absence than last year.
- Māori attendance is better than that of European.
- Attendance of Girls is slightly higher than that of Boys.
- There were more students who had attendance below 90% (than in 2021). The majority of these students had a range of 'justified' absences which were genuine/explained (medical reasons and health issues), and others who went overseas for prolonged periods for example ('unjustified').
- Punctuality was less of a concern in 2022.
- High attendance is linked to high achievement and builds positive routines for students as they move through the education system, which is why it is so important.
- Our focus on the wellbeing of our students, their whanau and our staff, has meant that the impact of COVID-19 has been minimal, particularly where attendance is concerned in comparison to other schools.
- Mel Ryan (Deputy Principal) will once again have the responsibility for Attendance in 2023.